

Chapter 2 Progress Report



Eisenhower High School
Focus on Learning 2013

SIGNIFICANT DEVELOPMENTS

- Administrative changes, including six different principals since the 2007-2008 school year, and seven different assistant principals
- Elimination of the Smaller Learning Communities (SLC) model for school organization
- Full implementation of Professional Learning Communities (PLCs)
- Adoption of the Illuminate Student Information System by Rialto Unified School District, terminating the use of the Data Director software
- Implementation of the Monday Collaboration Day bell schedule
- Elimination of two separate lunch periods in favor of one school-wide lunch
- Elimination of an Accelerated Reader period in the bell schedule
- Elimination of Accelerated Reader and Accelerated Math programs
- Elimination of the Literacy Coach and Math Coach positions for Teachers on Special Assignment in 2011
- Creation of a district run Newcomer Center for Level 1 English Learners who have been in the United States less than 12 months
- Implementation of Quality Education Investment Act grant
- Expanded implementation of the Link Crew program
- Expansion of AVID, increasing the number of AVID trained teachers from a variety of subject area disciplines
- Transition from EChalk to School Loop Software by the Rialto Unified School District, providing the potential for increased teacher, student, and parent interaction

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

- 1. The leadership and school staff should continue to improve communication within the school, and with parents, the community, and feeder schools.**

Eisenhower High School has taken many significant steps to increase communication within the school, with parents, and with feeder schools.

Communication within the school has improved significantly as a result of the reworking of the master schedule to offer PLC teachers the option to share the same conference period. Before the reworking of the Master Schedule, PLC teachers would either have to meet after school or during lunch. Holding meetings during lunch was problematic prior to the 2012-2013 school year, as Eisenhower operated a two-lunch bell schedule. With a common conference period, PLC teachers now have time built into their work-day to plan instruction, develop curriculum, and create common assessments. Most PLCs choose to have their weekly meetings during this allotted time.

Smaller steps that have been taken to improve communication with students and parents include sending home graduation status letters and creating tutoring schedule flyers. Eisenhower counselors send graduation status letters biannually to the parents of all 11th and 12th grade students. Counselors meet with all at risk 11th and 12th graders and their parents to develop and write a plan for graduation. Since 2010, Eisenhower teachers provide their tutoring schedule for the creation of a school-wide tutoring poster. The tutoring schedules are posted in the counseling office, attendance office, and in classrooms.

Eisenhower's counseling staff has worked diligently to develop a registration system for the 8th grade students from our feeder middle schools. These students are offered the opportunity to learn about different campus clubs and programs. Counselors have had articulation meetings with middle school students, and have hosted Future Eagle Nights. AVID teachers, French Club members, and Band students are just some of the Eisenhower community members who have participated in these informational events. Reaching out to our feeder schools has increased student participation in Eisenhower's Science Technology Engineering and Math (STEM) program. Project Lead the Way has been expanded to include collaboration with a middle school science teacher at one of Eisenhower's feeder middle schools. To prepare middle school students for Eisenhower's STEM program, the middle school teacher participated in STEM's professional development and also taught a Bridge summer session for middle school students on the Eisenhower campus.

2. The leadership and school staff need to increase parent involvement in student achievement with an emphasis on increased parent participation.

Parent involvement continues to improve at Eisenhower High School. In 2009, the Parent Teacher Student Association (PTSA) was re-established. PTSA membership continues to grow, as does parent participation in other already established parent groups such as School Site Council and English Language Advisory Council. New this school year is the African American Advisory Committee. This parent group meets on a monthly basis in the Parent Center, and is becoming a positive support group for the parents involved. At the first meeting of the African American Advisory Committee, parents who submitted an RSVP were presented with a personalized packet that included their student's transcript, course schedule, and attendance record. Parents were also given data about African American student achievement at Eisenhower High School. Discussions about the A-G requirements, 4-Year Plan, tutoring schedules, and other available support were made available. Overall, these parent groups continue to push for increased parental involvement, and to provide an opportunity for parents to have a voice in their child's education.

Coffee With The Principal, a regular monthly event that was begun in the fall of 2011, has grown over the years. All parents of Eisenhower students are invited to attend these informal meetings with the school's principal for a friendly question and answer session. Parents are encouraged to share their ideas for school improvement. Refreshments are served and a translator is provided. On at least one occasion per school year, parents have been presented with the school's standardized test data and encouraged to participate in data analysis with the principal.

Eisenhower High School holds several parent nights throughout the school year in order to assist parents and students in educational and career planning. Guidance counselors meet with parents during Freshman Orientation, Back to School Night, the Career and College Fair, Financial Aid Workshops, and the Advanced Placement (AP)/ Honors Program (HP) parent information meeting. Increased AP course enrollment can be attributed to the information provided at our AP Parent Night. At these meetings, parents learn about the rigor of AP courses, and sign parent contracts. This communication with parents has strengthened our

Advanced Placement program. All meetings are conducted in both English and Spanish.

The district-sponsored 5th Annual Parent Summit held this year is believed to be a positive step to increase the inclusion of parents in the education process across the Rialto Unified School District. Social Media was the larger theme of this year's meeting, with a focus on educating parents about how to protect their student on social media websites. Various middle school and high school student groups performed and informational booths provided parents with details about the programs offered to Rialto students. One of the event highlights was a "sneak peek" at the Parent Portal of the Synergy Student Information System that will allow parents to monitor their student's achievement online. Parent access to Synergy became available in spring 2014.

3. The leadership and instructional staff should continue to develop, implement, and review common curriculum and assessments.

Eisenhower's Professional Learning Communities develop common assessments and review curriculum, using Illuminate Student Information System to share and analyze teacher created student assessments. Once PLCs collaborate to create a student assessment, one staff member can input the answers to the assessment and link each question to a content area standard on the Illuminate website. Once an assessment is uploaded into Illuminate, other teachers in the Rialto Unified School District can access it. Because the Illuminate system involves scanning student answer documents using a document camera, Eisenhower purchased enough document cameras for every teacher to use in 2011. Illuminate also gives teachers access to their students' performance on California standardized tests.

During the 2011-2012 school year, subject area groups participated in retreats to the UCLA Lake Arrowhead Conference Center in order to team build, strengthen PLCs, and develop common assessments. Teachers worked on identifying power standards, creating learning objectives for each standard, and developing common standards-based assessments. All Math, Language Arts, some Science, and some Social Studies teachers participated in these retreats. Current administration believes that the early progress made by PLCs has stalled. Professional Learning

Communities will need to be strengthened to meet the demands of the Common Core State Standards. More work will need to be done to continue the important tasks begun by teachers at earlier retreats to develop and implement an increasing number of common assessments.

4. Increased interventions for students at-risk for failure.

Eisenhower's Link Crew mentoring program provides an intervention to help struggling freshmen. Our Link Crew has grown significantly since our last full self-study. In addition to encouraging freshman participation in school social events, Link Leaders have, in recent years, increased their support of freshman academic success. At the end of the first quarter, at-risk freshman, receiving three or more failing grades and in danger of failing to earn academic credits, attended an assembly during school hours, "Link Crew Freshman Intervention". At this time freshman worked with Link Leaders to develop a plan to improve failing grades. For the last three years, "Link Crew Freshman Intervention" also included an evening meeting with parents, to encourage their support. Parents of freshman receiving three or more failing grades on their first quarter report card were invited in the fall. Parents of freshman were invited to attend a group meeting that presented parents with positive steps they could take to help improve their student's academic achievement and encourage their support.

In 2011, an Intervention Liaison was hired to provide special attention to students at risk of failing their classes. The Intervention Liaison monitors student progress, attendance, and behavior. The Intervention Liaison develops individual plans for at-risk students and communicates with the student's counselor, teachers, and parents/ guardians. This school year, a volunteer teacher mentor program for 9th grade students was developed to address the schoolwide issue of failing freshman. Teachers have been paired up with students in need of extra academic and/ or personal attention.

Realizing that students with poor attendance are students at risk of failing, the Attendance Office began conducting evening SART group "blitzes" in 2011-2012. Held on the first Tuesday of every month, attendance office personnel met with an average of 50-80 students and their parents in order to devise a plan for improving student attendance. Parents first received a

subpoena in the mail, requesting their presence at the meeting. There, personalized packets of information were distributed including a student transcript, an attendance report, a Step-Up calendar, and a listing of guidance counselor phone extensions. At the conclusion of the meeting, parents and students signed a contract mandating improved attendance.

Courses that have been developed in the past six years to serve as interventions include Algebra I Restart and Geometry Restart. In the past, our A+ program, for credit deficient students, was only offered before and after school. Since the last full self-study, students complete A+ courses during the school day, in a class offered 1st period.

5. Implement on-site staff development programs that

- **Focus on frequent formative assessments to guide instruction**
- **Increase frequency and diversity of approaches to assure student engagement and understanding**
- **Promote constructive academic interactions involving students and teachers**

In order to improve teachers' regular use of formative assessment techniques in their classes, each teacher received a copy of the book *Checking for Understanding: Formative Assessment Techniques for Your Classroom* in October 2013. It is the hope of the current administrative team that teachers will review the instructional practices advocated by the book's authors and that PLCs will adopt some of the best practices outlined. This book not only discusses methods of checking for understanding orally, it gives effective ways to use questions, writings, projects, tests, and common assessments to check for student understanding. Eisenhower's teachers are being continually asked to reflect on their teaching practices and to think of the ways in which the level of rigor can be increased.

Since the last full self-study, formal staff development has not been as frequent as most teachers would like. With the transition to the Common Core State Standards, the district has made efforts to inform teachers of the upcoming changes. The district's Professional Development Center offers training on topics such as Accountable Talk and Close Reading, but many secondary teachers feel that district trainings have largely been geared towards the district's elementary staff.

6. Develop a staff development program that would focus on research-based strategies to support student achievement of literacy skills for students at-risk, particularly English learners.

From 2008 until 2011, the school's instructional strategists regularly shared "best-practices" with Eisenhower's teaching staff. With the guidance of a Literacy Coach, book interviews became an effective assessment of student literacy in English classes. Most 9th and 10th grade teachers, and some 11th and 12th grade teachers have adopted an independent-reading program. The Literacy Coaches not only worked with English teachers to help improve student literacy, but also with math, science, and social studies teachers to develop short writing tasks, research projects and rubrics.

The English Learner Support TOSA regularly shares with teaching staff activities to improve English Language Learner literacy skills. The English department CELDT Skill Plan includes listening, speaking, reading and writing activities for students to practice two or more days a week SDAIE strategies, such as cooperative learning, tapping into prior knowledge, and checking for understanding, have also been regularly shared with teachers.

In 2012, Eisenhower adopted the edge® Reading, Writing, and Language for High School program as an intervention for students with low reading skills. edge® is a core Reading/ Language Arts Program designed for striving readers and English Language Learners in grades 9-12 who are reading below grade level. The program prepares students for success on exit exams, and moves students towards graduation and a promising future. edge® PLC (English 9/ English Support teachers) meets weekly to assess students' performance, discuss student progress and adjust strategies and pacing to meet students' needs. The edge® program has proven to be an effective means of supporting student literacy skills achievement.

Another area of professional development began in 2012 and continued this school year for the curriculum program titled English 3D and the teachers who are teaching it. Professional development is provided to assist teachers with the knowledge and strategies required for implementation of the program for low Intermediate English learners to move them to proficiency and reclassification.

In 2013, Eisenhower High School has begun implementation of the first two parts of a complete professional development plan targeting the instruction of English Learners. The first part included an introduction to the new English Language Standards with the Common Core and what the difference is from one level to the next to continue to understand the instructional practices and strategies needed to move students from one level to the next. The second part included an analysis of the skills required to move the students from one level to the next and identification of the effective strategies and best practices our teachers use. In the summer of 2014, we will implement the next part which includes Backwards Mapping using the CCSS, data from our English learner students, Special Education students, etc. Content areas will work within grade level departments to design a year-long plan to move students to mastery of the standards. Data analysis using (but not limited to) CELDT, CST, CAHSEE, benchmarks and department common formative assessments will be used to make instructional decisions. The next part of the plan to be implemented early fall (September) requires content areas to work collaboratively within grade levels to design lessons that include research based strategies, SDAIE, effective best practices and strategies with data to prove academic achievement of English Learners, Special Education students and students at risk of failing. A lesson study that fits the abilities and resources of our site and funds at the time, along with reflection and celebration is also a part of this plan to begin October and November 2014. This plan has been developed to include the recurrence of the components of design, practice, reflection, and celebration cyclically.

7. Continue with implementation of SLC and Career Pathways.

The Smaller Community Learning (SLC) model of school organization is no longer implemented at Eisenhower High. The SLC model of school organization was most evident in our 9th grade “Houses,” with a Freshman Seminar class serving as the organizational centerpiece of each “House.” After four years of SLC implementation, Eisenhower’s leadership and teaching staff favored the implementation of PLCs over SLCs. Beginning with the 2010-2011 school year, the Freshman Seminar elective course was replaced by the semester-long elective course Physical Geography along with the semester-long Health Education course.

Eisenhower offers several career pathways. The STEM Engineering career pathway has expanded to include Civil Engineering as well as Digital Engineering. The Development and Design course allows students to receive Fine Arts college credit.

8. Design and implement a sequence of instruction that prepares and encourages students to attempt advanced rigorous courses.

The Math Department has added an Intro to College Math course to provide college-bound students the opportunity to advance their math skills beyond Algebra II. This course provides an alternative for students who are not quite ready to take a Pre-Calculus course. Students enrolled in this class are prepared for the California State University Early Assessment Program (EAP) Math Test.

The Social Studies Department has introduced an Advanced Placement World History course for 10th grade students, along with a 9th grade Honors Geography course to prepare those students for the rigors of AP World History and for the rigor of Advanced Placement United States History course in their 11th grade year. A new Advanced Placement Macroeconomics course was opened up to students in 2012. Now in the second year of implementation, the number of students enrolled in AP Macroeconomics has tripled. Students earning an “A” grade in the course are given college credit at California State University at Fullerton.

To increase the number of students participating in more advanced science classes, a Physics course was once again offered to students in the 2010-11 school year. Currently there are three full classes of Physics classes at Eisenhower High School. An Honors Biology course was also introduced during the 2010-11 school year to provide 10th graders with a more challenging level of Biology instruction, and to prepare them for AP Biology.

For five years, Eisenhower did not send a team to the San Bernardino County Academic Decathlon competition held every winter. The course was re-introduced in the 2012-2013 school year, and continues to grow. Students enrolled in the program prepare for the Language Arts, Math, Music, Science, and Social Studies portions of the competition during zero-period. Academic Decathlon students stay with the same teacher for 1st

period to prepare for the Art, Economics, Essay, Interview, and Speech portions of the rigorous competition.

9. Allocate time and resources for teachers to collaborate during the professional day.

Since the last full self-study, collaboration among Eisenhower teachers has been incorporated into the professional day in two significant ways. In 2012-13, a single lunch period was reinstated to provide staff members with additional collaboration time. PLCs meet during lunch; for example, the 11th grade American Literature teachers and the 11th grade United States History teachers met to share writing strategies. Teachers meet regularly to collaborate on Common Core-style assessments. Student clubs and organizations have also benefited from the single lunch period, since the two-lunch bell schedule made it nearly impossible to hold club meetings during lunch. Late-start Mondays also provide collaboration time. Since the adoption of the Collaboration Day bell schedule, the majority of collaboration time has been allocated to PLC meetings.

10. Design procedures for teachers to understand how to use assessment data to inform instruction.

With the full implementation of PLCs in 2009, PLCs analyze data to improve instruction. The effectiveness of PLC data analysis varies by subject area and department. Some departments have developed procedures for using assessment data to guide instruction, while others have not successfully developed department-wide procedures for data analysis. The Illuminate Student Information System has greatly improved teacher's ability to access assessment data. Illuminate enables teachers to align assessments to content area standards, and better analyze students' progress. The school's shortcomings in addressing this last recommendation are related to the lack of in-depth training on the use of Illuminate. At the district level, Rialto teachers were required to attend after-school trainings on the basics of the Illuminate Student Information System, but were not exposed to the full capabilities of the system's software.

ONGOING FOLLOW-UP PROCESS

Given the numerous changes in administration throughout the last six years, maintaining an ongoing follow-up process at Eisenhower High School has been challenging. Since the 2008 visit, Home Groups have largely been responsible for implementing the changes necessary to meet the recommendations made by the WASC visiting team.

With the elimination of the twenty-minute Accelerated Reader period within the school day, the monitoring of the 2008 goal “Improve reading comprehension scores” became one primarily left to the English teachers, along with the English Language Learner TOSA. Over the past six years, the ELL TOSA has assisted teachers with the implementation of researched-based instructional strategies from Robert J. Marzano’s *Classroom Instruction that Works*. The ELL TOSA has also communicated with staff how to effectively use SDAIE teaching strategies when working with English Language Learners.

The monitoring of the 2008 goal “Improve student performance in math classes and on standardized math tests” has become primarily the responsibility of math department teachers. The Math Instructional Leader monitors the administration of and analysis of Benchmark Exams, the administration and analysis of Chapter Tests, and the preparation for the California Standards Tests. In previous years, when there was a Math Coach, both the Math Coach and the Math Instructional Leader worked closely with the counseling department to ensure the proper placement of students in math classes.

Eisenhower’s administrative staff, with the support of the Rialto Unified School District, has been proactive in improving communication among all stakeholders. The district’s Parent Institute and annual Parent Summit have been instrumental in training parents on how to help students be successful.

The monitoring of the 2008 goal “Provide improved assistance to students in the development of a 4-year plan for high school and the transition to post secondary endeavors” has been the responsibility of the head counselor in collaboration with the counseling staff. Counselors have made sure that all students have 4-year plans, as well as access to small group presentations to discuss graduation requirements.

Attendance Office personnel have met and exceeded the action steps involved in the 2008 goal “Improve student attendance rates.” Monitoring of

progress has been the responsibility of the Attendance Specialist in collaboration with the school's administration. The Attendance Specialist has ensured that parents are contacted to clear unexcused absences, attendance contracts are signed by students and parents, students are properly disciplined for attendance issues, and that students are recognized for outstanding attendance.

It is because of these perceived delineations in the monitoring of the Action Plan, that the current administration has expressed hope that the 2014 WASC Action Plan be one that requires greater participation of all stakeholders. Developing goals that apply to all stakeholders will ensure that there is increased "buy-in" to the implementation and monitoring of the revised Schoolwide Action Plan.

PROGRESS, EVIDENCE, IMPACT ON STUDENT LEARNING FOR ACTION PLAN GOALS

2008 Action Plan Goal #1: Improve reading comprehension scores

Progress/ accomplishments:

- In 2008, 37% of Eisenhower freshman scored at the Proficient or Advanced levels on the English Language Arts CST. Six testing cycles later, in 2013, that percent rose to 53% representing a 16% growth in the percentage of students scoring at the Proficient or Advanced levels.
- In 2008, only 21% of Eisenhower sophomores scored at the Proficient or Advanced levels on the English Language Arts CST. Six testing cycles later, in 2013, that percent rose to 36% representing a 15% growth in the percentage of students scoring at the Proficient or Advanced levels.
- Since 2008, 9% more 11th grade students earned a score of Proficient or Advanced on the 11th grade English Language Arts CST.
- A Diploma English course was developed and offered to students.
- Beginning in the 2012-2013 school year, the edge[®] reading intervention program assists in the development of better reading comprehension skills for incoming freshmen. edge[®] teachers participated in professional development and work collaboratively on student placement, instruction, assessment, and program exit decisions.
- The Read 180 program includes an assessment, independent reading, and class instruction, as well as an online component.

2008 Action Plan Goal #2: Improve student performance in math classes and on standardized math tests

Progress/ accomplishments:

- In 2010, 39% of Eisenhower sophomores scored at the Proficient or Advanced level on the math portion of the CAHSEE. Four testing cycles later, in 2013, that percent rose to 52%, representing a 13% growth in the percentage of students scoring at the Proficient or Advanced levels.
- The Hispanic student subgroup has experienced a 23.5% increase in the percentage of students scoring at the Proficient or Advanced level on the math portion of the CAHSEE over the last four years.

- Since 2008, 19% more Algebra I students earned a score of Proficient or Advanced on the Algebra I CST.
- Since 2008, 15% more math students earned a score of Proficient or Advanced on the Integrated Math CST.
- Since 2008, 10% more Geometry students earned a score of Proficient or Advanced on the Geometry CST.
- An Algebra Essentials course was developed and offered to students as an introductory basic skills course for incoming freshmen.
- Re-Start classes for Algebra and Geometry were developed and offered to students who have failed one or more semesters of Algebra or Geometry.
- Teachers have conducted “CST Chats” in math classes. Students are asked to record their past scores on CSTs, and then collaborate with their teacher to develop a numerical goal for the upcoming CST.
- A Magic Mountain student incentive trip motivated many students to increase their efforts to pass the CAHSEE.

2008 Action Plan Goal #3: Improve communication among all stakeholders

Progress/ accomplishments:

- The Parent Link automated telephone system sends messages to parents in both English and Spanish, in order to relay important information about upcoming events.
- Eisenhower has increased the opportunities for parent involvement through Coffee with the Principal events, the Parent Teacher Student Association, and the African American Advisory Committee.
- The school’s website is continuously updated to relay relevant information about Eisenhower High School.
- The master schedule was redesigned to allow PLC teachers the ability to collaborate during the school day.
- Bilingual instructional assistants make weekly personal phone calls to a large number of parents in English and/or Spanish in order to inform parents about Step-Up Saturdays and CAHSEE tutorials. Bilingual

instructional assistants also make regular phone calls to parents about poor grades, behavior, and/ or attendance issues on an individual, as-needed basis.

- An on-campus Parent Center was opened in the fall of 2013.

2008 Action Plan Goal #4: Improve assistance to students in the development of the 4-year plan and the transition to post-secondary endeavors

Progress/ accomplishments:

- Starting in ninth grade, students develop a four-year graduation plan with the assistance of their counselor.
- Each spring, counselors visit classrooms in order to hold collaborative discussions with students about registration and class options. As a group, students complete the four-year plan worksheet. Afterwards, counselors meet with students individually to discuss and re-evaluate their individual four-year plans.
- All students participate in a counselor guidance lesson during the first quarter of the school year. Students are provided a copy of their academic transcript and are asked to review the Rialto Unified School District graduation requirements. The University of California A-G requirements are also discussed with students, along with other grade-level relevant information.
- The Valley College Academy allowed students to take classes at the community college, receiving credit towards high school graduation while concurrently building college credits.

2008 Action Plan Goal #5: Improve student attendance rates

Progress/ accomplishments:

- The Eisenhower Average Daily Attendance (ADA) rate in 2008 was 88.9%. Currently our ADA is 96.4%.
- In 2011, two Attendance Liaisons were hired to phone student homes and make personal home visitations of truant students. Lack of funding led to the elimination of one of these positions in 2013.
- The District has implemented an attendance recovery program called Step-Up. Step-up was first implemented in the fall of 2010. It is

operational Saturday mornings. Students with un-excused absences are identified and encouraged to attend Step-Up as a way to recover ADA for student attendance.

- Eisenhower's Attendance Office has worked diligently to hold more Student Attendance Review Team (SART) meetings with students, parents, and teachers.
- An On Campus Suspension (OCS) classroom in lieu of suspensions has contributed to the improvement in student attendance.
- Administration has done their part to improve the attendance rate by reviewing attendance issues with students during visits to the discipline office.
- Students who are habitually truant are dropped after five consecutive trancies instead of ten.